

CHAPTER I

INTRODUCTION

A. Background

Storybird is one of digital storytelling used in learning writing. With the advancement of technology, students have unlimited access of resources and tools that facilitate language learning. According to Prensky (2001), millennial students who are known as “Digital Natives” demand a rather different approach of teaching and learning as they have been surrounded by digital tools in their lives, resulting in the change of their thinking patterns. The role of teachers has to evolve upon meeting the demands of these students. Prensky (2007) highlighted how important it was for teachers to utilize technology into the lesson. Despite the fact that students are highly tech-savvy compared to their teachers (Prensky, 2001, 2007), meaningful integration of technology into learning is indispensable. Many studies have shown the positive effects of using technology in the process of teaching and learning (Yunus, Nordin, Salehi, Embi, & Salehi, 2013). Since technological innovations have been regarded as a catalyst in learning (Morrison, Ross, & Lowther, 2009), preparation of teaching materials has to be integrated with technology with the emphasis on incorporating 21st century skills into the lesson. One way of achieving this is through the integration of digital storytelling tool into EFL writing class.

Writing is likely to be a challenging task for EFL students who are easily bored with the conventional approach. It is also a painstaking process

for some, especially when they have difficulties in expressing themselves well in writing. Narrative text is one of the writing genre taught by EFL student in high school based on curriculum. In this case, students in vocational high school which incidentally get more focused on their major have difficulties in writing English narrative text. The researcher as a teacher had been a long time utilizing *storybird* as one of digital storytelling tools because it was effective way to help them in learning writing English narrative text. Since the teacher applied *storybird* for learning writing, she did not explore yet about what are the benefits of *storybird* in writing narrative text. From this case, she is interested in exploring the benefits of *storybird* in writing English narrative text.

Despite various studies on *storybird* as a digital storytelling tool, such as using *storybird* to improve literacy skill (Menezes, 2012), bitstrips and *storybird* (Wertz, 2014), empowering EIL learning with a web 2.0 resource an initial finding from the cross-campus *storybird* feedback study (Chwo, 2015), writing skill enhancement when creating narrative texts through the use of collaborative writing (Ramirez, 2013), and exploring web 2.0 and graduate research *storybird* (Nordin, 2010), less attention is devoted in exploring the benefits of *storybird* in learning writing English narrative text. As a result, this study focuses on to find out the benefits of *storybird* in learning writing English narrative text.

B. Formulation of the Problem

A research question in this study is “What are the benefits of *storybird* in writing English narrative texts?”

C. Operational Definitions

1. Digital Storytelling : The technology that is positioned to tell a story. One of media in learning writing of English narrative text.
2. English Narrative Text : A narrative text is an imaginative story to entertain people. One of text difficult to write by the student in English lesson
3. *Storybird* : *Storybird* is a digital storytelling tool used in learning writing English narrative text that have art galleries inspired and support students to create narrative stories.

D. Aim of the Research

This study aims to explore the benefits of *storybird* in writing English narrative text as digital storytelling tool in English foreign language (EFL) context.

E. Significance of the Research

1. Theoretical Use

This study expands the theory the benefits of using technology for learning writing text in EFL students. Prensky (2007) states the important of using technology into the lesson.

2. Empirical Use

This study provides reference to the teachers in order to utilize one of digital storytelling tool it is called *storybird* digital as tools in writing class.

3. Practical Use

This study provides empirical insight to reader with useful evidence of the utilizing *storybird* for student in leaning writing English narrative text in EFL.